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ABSTRACT

Noting an increasing consensus that meeting care and education goals for infants and toddlers is a societal as well as a family responsibility, this book provides an "educare" curriculum for infants and toddlers, emphasizing both education and care perspectives. Part 1 of the book provides basic principles of good infant and toddler curriculum in relation to what is known about their early development, focusing on using play as the basis for curriculum. Part 2 presents a series of case descriptions of actual infants and toddlers drawn from observations and parent interviews to encourage discussion of how curriculum should address both universal and unique aspects of children's development and learning. Also included are suggestions for appropriate curricular practices for children of similar ages, developmental levels, and personality characteristics, as well as parents' concerns about curriculum and environmental quality. Part 3 examines curricular content issues such as family, community, and societal influences that affect infants and toddlers, and explores ways to enhance curriculum quality for infants and toddlers, given conditions that will develop further in the 21st century. Three appendices provide additional resources, present criteria for setting up educare programs, and show floor plans for three educare spaces. (Contains 135 references.) (KB)

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